RSP: Set Up for Failure or Success?
* Informal Self-Assessment*

Logistics: TIME

1.) RSP increases the total time of direct instruction for each student on my case load? (i.e. time of instruction is expanded by being in RSP)	Yes	?	No
2.) When I pull students out - I am providing a "double dose" of reading, not simply replacing general ed reading instruction.	Yes	?	No
3.) I have my students grouped homogeneously by assessed need.	Yes	?	No
4.) I have small groups (1-5) to focus instruction & maximize feedback.	Yes	?	No
5.) I have priority access to scheduling RSP students to ensure their benefit.	Yes	?	No
6.) When I am providing "push-in" or collaborative services it consists of direct instruction in small groups - not being a "glorified assistant".	Yes	?	No
7.) My assistant is well trained to provide small group instructional practice to amplify what I have taught as appropriate.	Yes	?	No

Implications/Issues/Conclusions:

Assessment Linked to IEP Goal/Objectives & Instruction

1) I have reliable and valid assessment tools to figure out my students instructional/independent/frustrational reading levels.	Yes	?	No
2) I have reliable & valid assessment tools to provide diagnostic insight and tell me exactly what I need to teach for each student (e.g. long vowel patterns, blending-segmenting phonemes, digraphs & consonant blends)	Yes	?	No
3.) My IEP goals/objectives include some specifics for the highest priority skills/knowledge (e.g. not "improve spelling to __% accuracy", but specify the kinds of word patterns the student is working on & accuracy.)	Yes	?	No
4.) I use CBM to monitor oral reading fluency at least once every 2 weeks to monitor overall reading progress (i.e. oral reading fluency/accuracy).	Yes	?	No
5.) I have a simple way to monitor growth of high frequency sight words.	Yes	?	No
6.) I reflect/discuss/explore the data from my assessments to make instructional decisions/program modifications.	Yes	?	No
7.) I am able to combine CBM & other data to determine exactly how much progress each student in RSP is making - and at what rate.	Yes	?	No
8.) Students are "closing the gap" in my program (more than 1 yr. per yr.) and many exit due to no longer meeting eligibility standards.	Yes	?	No

Implications/Issues/Conclusions:

Curriculum Tools

		Yes	?	No
1.)	I have research based (validated where possible) programs for each of the major domains of reading as needed by my students:	Yes	?	No
	phonemic awareness/phonological skills	Yes	?	No
	decoding & word attack skills - beginning through advanced	Yes	?	No
	fluency building	yes	?	No
	independent reading of books/passages at instructional level	Yes	?	No
	spelling by developmental level (not grade level)	Yes	?	No
	use of writing to reinforce decoding and comprehension	Yes	?	No
	vocabulary development	Yes	?	No
	reading comprehension	Yes	?	No
	study skills/content area reading - reports etc.	Yes	?	No
2.)	I have a computer(s) in my classroom - able to use CD ROMs.	Yes	?	No
3.)	I have software that is research based (validated where possible) to support reading (prereading) practice.	Yes	?	No
4.)	I collaborate with the gen. ed teacher(s) to ensure each RSP student has books to read in/out of class at their independent and instructional levels (depending upon level of support/instructional purpose).	Yes	?	No
5.)	I have a system to motivate my RSP students to read more out of class that includes tracking how much they read, providing appropriate books, etc.	Yes	?	No

Implications/Issues/Conclusions:

General Education Collaboration/Support

		Yes	?	No
1.)	I make time to talk to each teacher of my students at least monthly or somehow directly communicate clearly about the program/progress/issues	Yes	?	No
2.)	My RSP students have instructional level books for guided/supported reading and independent level books for SSR/home reading etc. in the general ed. classroom.	Yes	?	No
3.)	I provide guidance/support/assistance to my general ed colleagues to ensure instruction is "differentiated" for each RSP student. (e.g. appropriate spelling words at their level, homework, etc.)	Yes	?	No
4.)	Where appropriate, I use pre-teaching to provide direct support to the general ed. classroom program.	Yes	?	No
5.)	My students have access to the Core via appropriate accommodations (read alouds, scaffolded instruction, books on tape, etc.). - and this is not confused with instruction to build independent reading skills.	Yes	?	No

Implications/Issues/Conclusions:

Connection to Whole School Literacy

1.) I am part of the school site literacy team.	Yes	?	No
2.) I directly/indirectly support early intervention/prevention efforts (especially K-6 folks).	Yes	?	No
3.) I attend general education literacy improvement staff development.	Yes	?	No
4.) My program clearly supports and is aligned with the larger efforts to literacy (e.g. RESULTS/Success for ALL, Open Court, etc.)	Yes	?	No
5.) Special ed is NOT the only - or the primary intervention for struggling readers - the school has "layers of options".	Yes	?	No
6.) My school has a functional/effective SST that truly supports teachers in accommodating diverse student needs (not a special ed "hoop" to jump)	Yes	?	No

Overall Conclusion/Questions/Issues to Follow Up:

Program Strengths:

Limitations/Concerns:

Questions to resolve - colleagues to talk to:

Next Steps: